



## Orangeburg Consolidated School District 5 School District

578 Ellis Avenue

Orangeburg, SC 29115.00

<b>Grades</b>	PK-12 District	
<b>Enrollment</b>	6,856 Students	
<b>Superintendent</b>	Cynthia Wilson	803-534-5454
<b>Board Chair</b>	Mary Ulmer	803-747-8031

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Excellent
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	Below Average	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

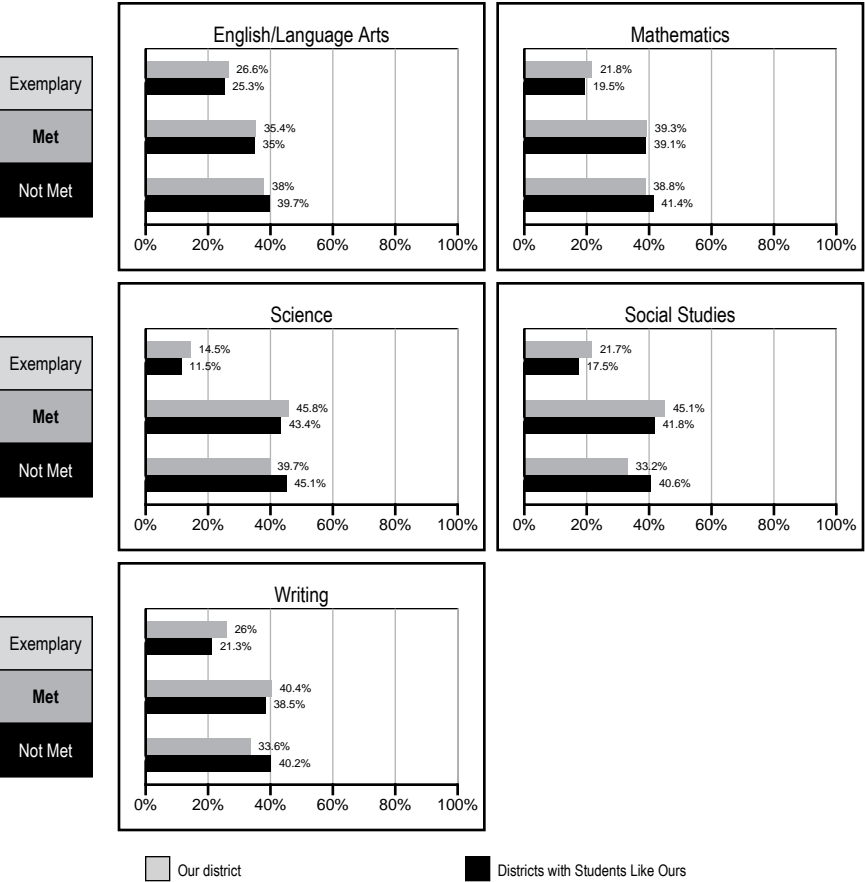
96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	9	2	5

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed both subtests	75.2%	71.8%	74.0%	65.1%	66.2%	65.9%
Passed one subtest	12.4%	14.5%	15.1%	17.7%	18.4%	18.4%
Passed no subtests	12.4%	13.7%	11.0%	17.1%	15.4%	15.7%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	60.6%	59.8%
English 1	60.4%	54.5%
Biology 1/Applied Biology 2	47.3%	54.7%
US History and the Constitution	40.5%	26.9%
All Subjects	53.1%	49.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	524	487	213	207
Number of Graduates in Cohort	369	358	152	150
Rate	70.4%	73.5%	73.2%	74.2%

\*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	558	524	227	202
Number of Graduates in Cohort	375	370	162	150
Rate	67.2%	70.6%	73.4%	77.2%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=6,856)</b>				
First graders who attended full-day kindergarten	93.1%	Down from 98.5%	100.0%	99.3%
Retention rate	3.8%	Down from 4.9%	2.3%	2.0%
Attendance rate	94.5%	No Change	96.0%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.8%	0.6%
Enrolled in AP/IB programs	19.0%	No Change	2.4%	13.5%
Successful on AP/IB exams	N/A	N/A	35.7%	49.9%
Eligible for LIFE Scholarship	26.7%	Up from 23.7%	29.2%	30.3%
Enrolled in adult education GED or diploma programs	90	Up from 78	37	59
Completions in adult education GED or diploma programs	30	Down from 44	18	31
Annual dropout rate	2.5%	Down from 2.8%	2.5%	2.7%
<b>Teachers (n=488)</b>				
Teachers with advanced degrees	73.2%	Down from 75.3%	58.6%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	86.0%	Down from 86.8%	87.8%	91.1%
Teacher attendance rate	96.5%	Up from 94.9%	94.7%	95.1%
Average teacher salary*	\$47,241	Down 3.0%	\$43,749	\$46,595
Vacancies for more than nine weeks	1.4%	Up from 0.8%	0.5%	0.1%
Professional development days/teacher	19.0 days	Down from 19.1 days	12.6 days	12.4 days
<b>District</b>				
Superintendent's years at district	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.8 to 1	20.8 to 1	21.7 to 1
Prime instructional time	88.8%	Up from 87.3%	88.9%	89.9%
Dollars spent per pupil**	\$11,437	Up 0.1%	\$10,494	\$8,866
Percent of expenditures for teacher salaries**	47.9%	Down from 49.5%	48.7%	53.1%
Percent of expenditures for instruction**	51.2%	Down from 51.8%	52.1%	55.9%
Opportunities in the arts	Excellent	No Change	Good	Excellent
Number of schools	14	No Change	5	9
Number of magnet schools	2	No Change	0	0
Portable classrooms	0.4%	No Change	2.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	14.0	No Change	5.0	8.0
Parents attending conferences	100.0%	Up from 99.4%	96.8%	99.5%
Average administrator salary	\$80,717	Up 2.4%	\$69,940	\$77,744

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	388	88.1%	1900	53.1%	487	73.5%
<b>Gender</b>						
Male	203	82.8%	963	53.4%	258	66.7%
Female	185	94.1%	934	52.9%	229	81.2%
<b>Racial/Ethnic Group</b>						
White	24	91.7%	131	74.0%	38	73.7%
African American	357	88.5%	1731	51.5%	441	73.7%
Asian/Pacific Islander	N/A	N/A	14	92.9%	N/A	N/A
Hispanic	N/A	N/A	17	29.4%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>						
Disabled	51	45.1%	181	22.7%	69	30.4%
<b>Migrant Status</b>						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>						
Limited English Proficient	N/A	N/A	10	40.0%	N/A	N/A
<b>Socio-Economic Status</b>						
Subsidized meals	306	85.9%	1519	49.3%	366	72.1%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	88.1%	86.4%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	410	431	425	439	412	419	1246	1289		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	15.5	16.8	17.5	17.8	16.2	17.8	17.0	17.8	16.7	17.7
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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**School District Governance**

Board Membership	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	35.0 per board member
Percent New Trustees Completing Orientation	N/A

**District Superintendent's Report**

Orangeburg Consolidated School District Five exists to increase learning opportunities for boys and girls who live in our community. Our primary goal remains the same, which is to build a world-class school system the entire community can be proud of. We remain steadfast in our belief that it is important to build a system that improves student outcomes and helps children reach their full potential. While our state test scores reflect we are headed in the right direction academically; we acknowledge and understand we have not reached our goals yet.

Of critical importance is our vision to create and nurture a World-Class culture of teaching and learning. Everyone working in the district has to have an unwavering commitment to its development and execution of this goal. Our world-class culture of teaching and learning is guided by five Teaching and learning Domains, known as the Five I's: Instruct, Inform, Intervene, Improve and Include. Across the District, we want to explore better ways of assisting students with grasping concepts and understanding instruction. The Instruct Domain encompasses curriculum, planning, instruction, assessment and classroom environment. We must ensure that we know the expected outcome of any task that is approached or any assignment that is given. Rigorous instruction will go a long way toward creating student leadership in our classrooms and toward preparing our students for success on the next level.

Inform, the second major domain, demands that instruction is driven by the data retrieved. Educators must know and make determinations on the two types of data we rely on – quantitative, which is numeric and measurable, and qualitative, which is individual and situational. When educators make use of the varied data sources, it allows them to know whether students grasped the instruction received and provides unique opportunities for educators to Intervene on a student's behalf. The Intervene Domain enables us to determine who needs intervention and who will provide it; the resources available to us, and which are needed; what do we expect from the intervention; and who will determine and monitor the success of the intervention. One of the most important determinations of an intervention is what we do when a student has been successful. It is critical for us as educators to devise plans for our high achieving students, so they may continue to master the skills taught.

The Improve Domain takes on the challenge of and commitment to continuous improvement as a school district, which includes acceleration of student mastery, building on human capital, progress monitoring, providing state-of-the-art resources, and ensuring that every student is safe. Improvement is not a one-time destination, but a constant and never ending journey by district personnel along with all stakeholders. The final domain, Include, begs for involvement from all stakeholders in the district. For our students to be global, productive citizens, the involvement and engagement of all OCSD5 constituencies is absolutely essential. OCSD5 is committed to creating opportunities for community members to share their wisdom and experiences because our collective knowledge is by far more powerful than any one person's. As a district we will open our doors to the community at large, so together we can Build a World-Class School System of which we are all proud.

Cynthia Wilson, Superintendent

### ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	82.6
Overall Grade Conversion	B
Points Total - Elementary Grades	86.6
Points Total - Middle Grades	80.6
Points Total - High School Grades	74.7

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

### Accountability Indicator (Title I Schools)

The Orangeburg Consolidated School District 5 School District consists of 14 public schools with 8 of these schools, or 57.1%, in improvement status.

School	Status
Bethune-Bowman Elementary	Priority
Robert E Howard Middle	Priority
Marshall Elementary	Focus
Mellichamp Elementary	Priority
Brookdale Elementary	Priority
William J Clark Middle	Focus
Sheridan Elementary	Focus
Whittaker Elementary	Reward-Performance

### Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	642.7	634.0	613.7	626.2	99.2	99.7
Male	639.1	632.8	613.3	625.0	99.1	99.7
Female	646.3	635.3	614.1	627.5	99.4	99.7
White	667.7	650.5	634.7	635.0	98.8	99.6
African American	640.0	631.4	611.4	624.0	99.3	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	632.5	634.4	609.2	622.3	98.1	98.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	606.4	597.4	581.3	596.0	96.1	98.8
Limited English Proficient	640.0	646.7	617.0	637.2	98.2	98.2
Subsidized meals	638.8	630.2	609.8	621.5	99.3	99.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	628.5	629.4	612.6	620.5	99.2	99.7
Male	625.3	627.9	612.2	622.4	99.1	99.7
Female	631.9	630.9	613.0	618.6	99.4	99.7
White	631.2	630.5	618.6	622.5	98.8	99.6
African American	627.7	628.5	611.8	619.6	99.3	99.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	632.5	634.4	609.2	622.3	98.1	98.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	585.4	596.4	575.6	584.7	96.1	98.8
Limited English Proficient	N/A	N/A	N/A	N/A	98.2	98.2
Subsidized meals	622.6	623.9	607.0	615.4	99.3	99.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	227	223	70	68	95.7	95.5
Male	225	223	71	69	95.3	95.3
Female	229	224	68	67	96.1	95.7
White	237	234	79	73	96.9	96.9
African American	226	222	69	67	95.6	95.3
Asian/Pacific Islander	251	271	79	66	100.0	100.0
Hispanic	215	224	61	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	200	195	62	63	88.4	88.4
Limited English Proficient	215	224	56	N/A	100.0	100.0
Subsidized meals	225	220	69	67	95.6	95.3
Annual Measurable Objective (AMO)	223	220	76	71	95	95

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample



Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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SC-Alt Grades 6-8

All Students	589.6	552.8	567.9	565.9	98.5	98.5
Male	N/A	N/A	N/A	N/A	100.0	97.9
Female	N/A	N/A	N/A	N/A	94.4	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	N/A	N/A	N/A	N/A	98.3	98.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	589.6	552.8	567.9	565.9	98.5	98.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	98.3	100.0
Annual Measurable Objective (AMO)	461.0	461.0	461.0	461.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	486	98.6	24.7	30.4	44.9	75.3
	4	512	99.6	31.5	42.5	26	68.5
	5	523	99.6	24.6	50.8	24.6	75.4
	6	490	99.2	46	35	19	54
	7	451	99.1	42.4	33.6	24	57.6
	8	457	99.1	45.9	32.3	21.8	54.1
2012	3	513	98.6	27	26.6	46.3	73
	4	473	98.3	36	41	23	64
	5	494	99.8	37.9	43.9	18.2	62.1
	6	544	99.6	45.5	29.9	24.7	54.5
	7	487	99.4	41.7	37.4	21	58.3
	8	430	99.5	38.1	37.3	24.6	61.9
Mathematics							
2011	3	486	99.8	45.3	27.2	27.5	54.7
	4	512	99.6	32.7	47.7	19.6	67.3
	5	523	99.6	34.4	44.2	21.4	65.6
	6	490	99.2	40.8	45.6	13.6	59.2
	7	451	98.9	46.8	38.7	14.6	53.2
	8	457	98.9	40.2	44	15.8	59.8
2012	3	513	99.6	40.2	26	33.9	59.8
	4	473	99.8	34.1	41.9	23.9	65.9
	5	494	99.6	40	44.2	15.7	60
	6	544	99.8	35.2	44.6	20.2	64.8
	7	487	99.4	39.3	40.6	20.1	60.7
	8	430	99.5	45.5	43.8	10.7	54.5
Science							
2011	3	246	99.6	51.5	33	15.5	48.5
	4	511	99.6	42.6	50.5	6.9	57.4
	5	262	99.6	42.4	45.6	12	57.6
	6	247	100	41.6	50.6	7.7	58.4
	7	450	98.9	38.3	46.2	15.6	61.7
	8	230	99.6	38.2	40.9	20.9	61.8
2012	3	264	99.2	40.1	37.3	22.6	59.9
	4	473	99.8	35.3	55	9.8	64.7
	5	244	99.2	44.1	43.6	12.3	55.9
	6	274	100	43	49	8	57
	7	487	99.4	41.7	39.5	18.8	58.3
	8	215	100	35	49.8	15.3	65

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	242	99.2	27.9	39.3	32.8	72.1
	4	509	99.6	24.4	49.7	25.9	75.6
	5	262	99.2	36.1	43	20.9	63.9
	6	246	98.4	30	54.9	15	70
	7	447	98.9	49.2	28.4	22.4	50.8
	8	227	98.2	42.9	36.7	20.5	57.1
2012	3	252	98.8	34.4	41	24.6	65.6
	4	471	99.8	27.4	53.2	19.4	72.6
	5	249	99.2	34.7	44.8	20.5	65.3
	6	274	99.6	31	57.1	11.9	69
	7	481	99.8	36	40.6	23.4	64
	8	214	99.1	37.4	33.8	28.8	62.6
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	517	98.1	22.5	44.8	32.7	77.5
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	464	97.4	45.2	40.4	14.4	54.8
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	496	98.6	32.6	43.6	23.9	67.4
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	425	98.1	34.5	36.8	28.7	65.5

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	N/A	99.5	16.7	29.4	31.7	22.2	61.8
	2012	1215	99.6	6.4	26.6	37.2	29.7	77.7

Mathematics								
All Students	2011	N/A	99.3	24.6	33.1	27.1	15.2	51.5
	2012	1215	99.4	14.0	26.4	27.6	32.0	70.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.0%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate, grades K-8	94.5%	94.0%*	Yes

\* Adjusted to account for natural variation in performance.  
\*\* Or greater than last year

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